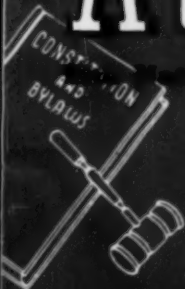


School Activities



NOVEMBER 1960



"Christmas in France" broadcast, Coraopolis, Pennsylvania, Junior High School



Tallassee Students Cared & Shared, Tallassee High School, Tallassee, Alabama



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As the Editor Sees It

Thank goodness there are probably only a few, but this year we saw two—school yearbooks whose covers were in either class or school colors. One was fairly fair; the other one was downright atrocious. Both represented amateurishness and/or stupid tradition.

According to *National Parent-Teacher*, at one eastern high school the seniors spend an average of \$278 on class rings, pictures, clothes, caps and gowns, social events, and other graduation "musts." The person who wrote the heading for this item characterized it cleverly and accurately as "Dollars Without Sense."

During the past few months the official journals of state education associations, as well as other professional magazines in this field, have published many articles on the general theme of "The Student Teacher." These stories describe his "day"—schedule, preparations, class exercises, tests, marking, reports, cooperation, loyalty, and similar essential elements of his program. BUT—so far in them we have not read a single paragraph on his assignments or responsibilities in extracurricular activities. Apparently, he won't have any??????

In most schools, with the exception of athletics and occasionally music and dramatics, few of the school's activities and events are reported in the local newspaper. This is regrettable, not only because there is no lack of fine topics for appropriate coverage, but also because there are also available quite suitable reporters who could provide this material. And these stories would be of interest to the entire community. A committee, officially appointed by the student council and held strictly to account, would be a great help in giving deserved publicity to these school affairs.

Of all the teachers in the school, English teachers are the most imposed upon, when extracurricular activities are considered. Dramatics, newspaper, yearbook, essay and similar contests, debate, various kinds of English clubs, and other related activities fall easily into their laps. It

should be unnecessary to state that all such overloading should be compensated for either by extra salary or a lowered teaching load.

Many are the instances each year in which entrants in various kinds of inter-school competition are discovered (then or later) to be ineligible, as well as are other violations of established rules and procedures. We'd hate to believe that these are the results of deliberate attempts "to get away with" nonobservances. We'd rather believe that those responsible had failed to read the regulations carefully. Hence, a good rule always is—STUDY THE RULES.

"Must We Have These Senior Prom 'Nightmares'?" asks the *National Parent-Teacher* magazine in requesting information concerning their support, organization, handling, dangers, difficulties, tragedies, etc. Out of this survey should come worth-while improvement—or abolishment.

One of the main advantages of The National Honor Society is that it promotes a constructive program. Its members do not merely accept their recognition, say "Thank You," sit down, and wait for another public ceremony a semester hence. They DO things for the school and its people. These possible activities are both numerous and varied. On pp. 22-23 of the March, 1960, number of *Student Life* will be found brief descriptions of dozens of projects as reported to National Headquarters by chapters throughout the nation.

"School Is Not a Rent-Free Shop" (*The Clearing House*, March, 1960, p. 429) reflects a sensible resentment against the many distractions to be found in nearly all schools—commercial sales programs, contests, and distributions, charitable collections, essay contests sponsored by nonschool organizations, etc.

Although a few of these may be promoted by perfectly well-meaning outside individuals and organizations, many of them are not, and all of them are disruptive and place an extra load upon the teacher and the administrator.

Speech teachers have found that students can devise, organize, write, and produce radio programs that are not only extremely interesting but educationally valuable as well.

We Produce a Radio Unit

RADIO HAS ALREADY BECOME A VITAL FORCE in our modern education. From childhood on, the average boy and girl are exposed to all types of radio programs. The producers and directors of network shows have discovered that radio has unlimited possibilities in beneficial service to mankind.

The schools have realized the value of student-produced programs, scientific, literary, historical, and musical. These programs attract both students and teachers, as such an activity combines the efforts of numerous students, with a variety of interests. To the speech student, the radio unit has an obvious appeal, offering as it does, an outlet for his interest in drama, reading aloud, and various types of public speaking, debate, and discussion. To the aspiring writer, the unit offers an outlet for his creative talent. Each student will find his interests.

Any teacher directing a radio unit may well be concerned with the possibilities offered by such an activity for broadening the range of interests and information of the participating students, who may be drawn to radio by specialized aptitudes, but who will there encounter and work with students with different ranges of skills and information.

The interest and appeal have been so great that the students in the speech class at Taylor Center High decided to organize a series of radio programs. The interest became more obvious after studying the radio unit in the speech textbook and discussing the various types of programs the students had seen on T.V. and heard

BESSIE J. MYERS
Taylor Center High School
Taylor, Michigan

over the radio. Their production staff consisted of the following units:

1. A general manager (I, the teacher)
2. A program manager
3. A sound-effects crew
4. Business officers
5. Technicians
6. Participants or actors
7. Continuity writers
8. Advertising staff
9. Sign director
10. Musicians
11. The recorder

Members of the staff were changed often so that each student had an opportunity at every type of radio work for which he was best suited.

After the organization of the unit each student began to experiment with various types of scripts. Their first scripts were a series of five-minute news, then commercials, sports, and weather. After this type of broadcast, their interest and enthusiasm were so great that script writing really began. They wrote skits, musical monologues, poetry, scenes from history, and playlets, made from original and familiar stories and happenings of everyday life at school and at home. Also entertaining dramatizations were written about attendance, courtesy, punctuality, and safety.

Each student was responsible for a twenty-minute script, including commercials, sports, news and weather. Various types of programs were written: interviews, dramas, quiz programs, short stories, variety shows, panel discussions, Musical Sense and Nonsense, Badge 8, 9, 10, This Was Your Life, What's Your Line, Little Bit of Everything, Number Please, and other types too numerous to mention.

After the scripts were written, we had a perfecting period for each script. The scripts were read and then criticized orally by the class. Suggestions for changes were offered. The scripts

OUR COVER

In the upper picture the members of the first-year French class of Coraopolis, Pennsylvania, Junior High School are preparing to broadcast as a part of their "Christmas in France" series of activities. See story on page 72.

The lower picture shows the 1658 gifts collected as admissions to a play given by the students of Tallassee High School, Tallassee, Alabama. These gifts were distributed to the needy on Christmas Eve by the Christmas Committee. See story on page 68.

were revised, corrected, polished, and carefully prepared to be typewritten and mimeographed.

The students worked very faithfully typing, mimeographing, assembling materials, stapling, assigning parts, obtaining equipment, music, sound effects, etc. until everything was ready for a rehearsal.

Before the rehearsal period each director gave mimeographed copies of his script to all of his participants, regardless of parts or duties, in order that the programs would be rehearsed properly and recorded accurately.

During the rehearsal period, the following procedure was followed:

1. Had at least one reading rehearsal without the microphone so as to acquaint the actors with the script. Of course, it can be gone over several times in one rehearsal period.
2. Made a rough timing of the script so that if it seemed too long, possible cuts could be marked before final recordings were made.
3. Had sufficient copies of the script for every student who participated in the particular program: one for the actors and one each for the director, announcer, tape recorder, sound-effects director, musical director, and the "sign" director.
4. Each performer marked his cues, not only the actors, but also the sound-effects man, the musicians, etc., so that every "cue" would be picked up without breaking the tempo.
5. Actors used the following method of marking:
 - a. Underlined the name of their character at every place it appeared in the script.
 - b. If the speech continued from the bottom of one page to the top of the next, they marked "more" at the bottom, so there would be no danger of their stopping when they had finished the page.
6. Attention was given to the pronunciation of new words, articulation of difficult sound combinations, and certain words that should be emphasized.

After the rehearsals, a pre-broadcast check was made about two minutes before the program was recorded. The radio director checked a few standard items to be sure that the tape on which the program was to be recorded was in readiness;

that music and sound effects were ready; that everyone involved was present and had his script in his possession before the recording began.

After the recordings were made, each program was played back to the entire class, and, later, to other school and community groups.

This five-week unit was enjoyed immensely by the entire class, and by others who listened to it.

Tallassee Students Cared and Shared

PAT SCROGGINS
Tallassee High School
Tallassee, Alabama

One Christmas season while the fortunate people of the world were shopping for gifts, making preparations for turkey dinners with all the trimmings, and completing plans for the joyous holidays ahead, a committee of townspeople decided that something should be done for the less fortunate citizens of their community. Thus the Tallassee, Alabama, Christmas Committee was formed.

In 1957 a very active group of students from the Tallassee High School, the Diversified Occupations Club (better known as the D. O. Club) became interested in this worthy cause and decided to dedicate themselves to the task of furthering the project.

The members of the D.O. Club of 1957, under the direction of their coordinator, Mr. J. O. McCollough, came forward with the idea of presenting a one-act play to the school children, parents, and teachers. Charge of admission would be a donation of clothing, toys, or canned food. Over 1,563 items were collected for the first year and these were given to the Christmas committee for distribution to the needy.

Enthusiasm was still present among the D.O. Club members at Christmas time of 1958. Another play was given and the needy people were assisted with 1,558 articles of clothing, food, and toys.

Although the membership of the club had changed, the 1959 D.O. Club did not depart from the annual plans started in 1957. So a play was selected, characters chosen, rehearsals were be-

gun, and the spirit of a unified group was once more felt throughout the school and community. Three performances netted 1,658 items.

There were numerous blessings received from these acts of kindness: Tallassee Christmas Committee was able to prepare many more baskets, the many more less fortunate people were supplied

with their needs, the Diversified Occupations Club realized a deep sense of satisfaction from helping those in need, and the true spirit of Christmas was made very real within this community because a group of students cared and shared.

And Christmas in 1960? Why, of course; trust the D.O. Club for that!

The following is an edited copy (due to limitations of space) of a report returned by the executive officers of The Student Cabinet of Oakland, California, High School, in response to a penetrating investigative questionnaire sent out by The Student Council of Mills High School, Milbrae, California. Its excellent coverage and documentation sets a fine example for other schools interested in self-evaluation.

We Evaluate Our Extracurricular Activities

Age of school: 80 years

Number of students: 3100

1. *Rate your school's spirit*—Superior.
2. *What points do you consider in good school spirit?*

Sports-wise, the keys to school spirit were evaluated to be (1) a good yell leader who will inspire the students to do their best (ours for the fall semester was idolized by all), and (2) some competitive goal which all the schools are trying for. The Oakland Athletic League (OAL) gives the Keyes Perpetual Sportsmanship Trophy to the school each year which shows the best conduct, sportsmanship, and spirit. For football, a committee of five students from each school rates the opponent's rooting section on a point scale.

A school does not need a winning team to show spirit if something like the Keyes trophy is in existence. We didn't lose a game in football, and what spirit! We didn't win a single game in basketball—we lost eighteen straight—but because of the chance for the Keyes trophy, our school spirit was higher than ever, and we filled the gym for each game. We won the basketball Keyes trophy hands down without winning one game.

There are, however, other important points for school spirit. We are privileged to have student self-controlled assemblies and student enforcement of all codes. We have a very high attendance at our dances and terrific participation in our student talent

DAVE HOOPES

Student Body President

and

DAVE DUNLAP

Student Body Vice-President

Oakland High School

Oakland, California

assemblies. Our interest and debate in delegate assembly are excellent.

3. *What percent of your student body have student body cards?*—85%
4. *Approximately, what is the percent of your student body actively participating in student government (including commissioners, standing committees, class councils, etc.)?*

We have about 900 students (roughly 30 percent) active in student government. These include cabinet, court, executive committee, delegate assembly, standing committees, class councils, youth council, girls' league, boys' federation council and club council.

5. *What is the average number of candidates running for each office in the student body elections?*

Last semester there were at least three running for each office.

6. *Describe the student-faculty relationship at your school.*

Here, the students take the initiative. The faculty will say "no" only to a project that goes against some already established pro-

cedure. We try to help our relations with panel discussions. Many teachers are direct advisors. The success of student government is directly proportional to the effort we expend in proving to the faculty and staff that we are capable of accepting the responsibilities that go along with our freedoms. In each instance where we prove this, our advisors are quick to give the "go ahead" signal.

7. *List any distinguishing factors about your student government.*

Our students take the initiative, including raising and authorizing our money, etc. Our system is completely an organization of students. We sometimes spend from two to three hours a day on our student government, and the office mimeographs perhaps ten different forms or bulletins daily just for student government functions—agendas, minutes, procedures, bulletins, etc.

8. *Is your student government always actively at work?*

Yes, certainly it is. We often have early-morning meetings and late after-school meetings of various groups in addition to the periods regularly set apart for the purpose.

9. *Did you have any exchange students this year at your school? From what countries?*

We have two, financed by student activities. Money was raised through noon movies, portfolio sales, pen sales, and donations raised from inside and outside school organizations. The boy is from Peru, and the girl is from Denmark.

10. *How many National Merit Scholarship Finalists do you have at your school?*

Three—all have passed the finals and are now being considered directly for the scholarships.

11. *Do students at your school who excel in scholarship get as much recognition as those who excel in athletics?*

Yes. We have many more awards for scholarship than for athletic achievements. A complete assembly is devoted to these awards and scholarship grants. Class speakers are well publicized. The highest ten percent of the graduating class are announced individually and stand at our senior dinner. California Scholarship Federation has taken over

many active scholarship projects. Athletic achievement is definitely not necessary for election to student body office.

12. *List the major extracurricular activities at your school.*

- a. *Sports:* football, basketball, baseball, gymnastics, wrestling, track, swimming, golf, ROTC rifle team
- b. *Assemblies:* one each week, both educational and entertaining; two speech contests, lectures, concerts, etc.
- c. *Clubs:* see enclosed club brochure
- d. *Dances:* every two to three weeks
- e. *Term play:* one each semester
- f. *Music night:* one each semester
- g. *Talent show:* one each year at night, four each year during assemblies
- h. *Student Government:* committees, offices, councils (all meet on school time)

13. *Is the extracurricular program broad enough to cover the interests of almost everyone in your school? If not, where is it weak?*

We think that our extracurricular program is more than broad. Our biggest problem, of course, is getting the "stay-at-homes" out to our activities. Our student publicity department works overtime on this. We usually are overflowing at most events though.

14. *How many active clubs are there on your campus? Name some of the most active.*

All of the clubs in the club brochure, because they are not required and are devoted strictly to interested students, are fairly to extremely active. Each meeting is evaluated on a form we have prepared and bound for the sponsor next year. In this way, the best meetings can be repeated, the poor ones improved, and new ones added when the new sponsor has seen what has been done before.

In addition to these clubs, which meet before and after school, we have YMCA service clubs (Ramblers, Trojans, Spartan) and the Key Club, sponsored by the Kiwanis Club.

15. *Does your school have a program to introduce new students to the school?*

Yes. We formerly had a two-hour orientation period during a special club period, but this year, since we put clubs on a before-school/after-school voluntary basis, the orientation was held the Friday before school

started. Talks were given by the counselors, student body officers, and orientation committee members. Proper dress, manners, procedures, etc., were described and demonstrated, and locks and lockers were distributed to the new students. This activity took about two hours.

16. *How often does your school have a dance?*

Every two to three weeks, intermingled with other social activities.

17. *How often do you have assemblies?*

Weekly. Each period is shortened five minutes, and a special assembly bell schedule is used. We find this more effective than omitting periods.

18. *How attentive and respectful are students at assemblies?*

With the exception of a few, excellent. We have student control at the assemblies (boys who have blocked in sports) and students taken out of assemblies are referred to student court where they plead, are tried, and are freed or sentenced. Sentences range from cafeteria clean-up to detention during the next three assemblies or for the semester, depending on the offense.

19. *Are your cheerleaders male, female, or both?*

Both. Two years ago they were both male; last year one was male, one female; this year both female; and running for next year's job are two girls and a boy.

20. *Do cheerleaders or pep committees come up with original stunts or cheers for games?*

Yes. One of our projects last year was to write to high schools and colleges across the country and get their favorite yells. Many of these we have adopted for our own use, and we believe that one, called "Yammy Yammy," actually was a factor in our football team becoming champion. As for stunts, the cheerleaders and song girls all work for hours before and after school developing routines. All keep procedure folders where good routines are handed down year after year, with revisions. The head song girls know many fundamentals, and they are adapted to new records as they come out. Stunts, such as fluorescent gloves with nothing else visible on the stage, are also used at rallies.

21. *How well do you follow your cheerleaders?*

Very enthusiastically. One of the things we're rated for on the Keyes trophy is how well we follow the yell leaders. We once caught the yell leader making a mistake—she said "three times" and started a fourth in dead silence and merriment. This was instrumental in our winning the Keyes trophy.

22. *How well does your school support a losing team?*

As well or better than a winning one. The basic motives behind the generated support for our no-win basketball team after a championship in football was the prospect of the Keyes trophy and the spirit of the yell leader. Many students went to the games to out-yell the other rooting section as well as to see the team play.

23. *Are controversies and current problems brought out and discussed in your newspaper?*

Yes. In fact, the paper many times brings up problems. Columns of this type include "Letters to the Editor," the Editor's editorial, the "President's Message," and a thorough coverage of the student cabinet, delegate assembly, and other bodies where proposed bills are originated and brought before the student body before elections or voting take place.

Naturally, we cannot help but be proud of our school. Incidentally, we are developing a pamphlet on the principles, ideals, motives, and activities of student government which we hope will be beneficial to other schools as well as ours.

As suggested above, our faculty and administration are very cordial to our student government because our leaders have proved their integrity and capability. Such proof has required a great deal of time and effort, but the results have been most gratifying.

No Student Court

NASC regularly receives requests for information on setting up a student court to punish student offenders. The advice is always the same: Don't! The student council was never meant to be a disciplinary body and students have no business trying to sit in judgment on other students. The student council is an organization with a positive

approach to settling school problems while punishment is a *negative* approach!

Other arguments against a student court: students do not have the education or training to judge the shortcomings of others; many disciplinary cases ought to be heard only by trained social workers; students have no right to "try" other students and order them to do something as punishment.

Many schools have set up a committee to work with student offenders and try to help them to adjust to school life. These committees are called the Ethics Committee, Adjustment Committee, Standards Committee, Good Conduct Committee, etc. But whatever the name, the purpose is the same: Help the student and do not try to punish him. Don't set up a student court!—*Highlights*, National Association of Student Councils, Washington, D.C.

Students Experience a Vicarious Holiday Visit To France

HARVEY R. KELLY, JR.
Coraopolis Junior High School
Coraopolis, Pennsylvania

What could be a better way of learning French Christmas customs than planning a series of activities around the theme "Christmas in France"?

To accomplish this purpose, the first-year French class at Coraopolis Junior High School prepared a unit to show their fellow-students how this season was celebrated in France. Each of the twenty-seven students was placed on one of five committees assigned to depict some phase of a French Christmas.

The first activity was planned for participation by the entire class. Using French vocabularies, somewhat limited by the short time the class had been studying the language, each of the students made one Christmas card. These were arranged in the language laboratory to represent one large Christmas card with the familiar greeting, "Joyeux Noel" and "Bonne Annee." Just before the holiday vacation, the students sent these cards to their parents.

One of the five committees worked on a nine-foot by three-foot bulletin board display in another classroom. The members of this committee illustrated the nativity scene and labeled all the characters and animals in French.

Each of the other four committees portrayed a different French Christmas tradition on one of the four smaller bulletin boards in the hallways. The most important requirement for these was that each picture tell a story in itself so that the other junior high pupils could understand the custom even if they couldn't read the labels. The themes used were: the religious significance of a family going to church, the church interior at a midnight mass, a dinner showing the special dishes peculiar to the French menu, and Père Noel or Santa Claus putting gifts on the hearth by the French children. The designs and the lettering were entirely completed before the students stapled them to the bulletin boards, so that all the displays could appear simultaneously.

As a highlight of their project, the students presented a broadcast over the public address system to further explain French traditions. The script, written by one of the students, opened with the Biblical story of the birth of Christ with phrases read alternately in English and French. This was followed by a skit portraying a typical French family on Christmas morning. Although the dialogue was written in English, it included familiar French expressions to give it an authentic flavor. Recorded French carols were interspersed throughout the program. This broadcast was presented the day before the bulletin boards were displayed and caused the student body to anticipate their appearance.

With the exception of one class period to place the displays on the bulletin boards, all the work was completed outside the class. As a result of their work on the unit, the class members agreed that their knowledge of the French language and of French customs had been considerably increased. They also felt that their fellow students had profited since the displays were studied by them with such enthusiasm and interest.

Not only the members of the French class, but three hundred students at Coraopolis Junior High School had truly enjoyed the vicarious experience of visiting France during the festive holidays because of the activities connected with Christmas in France.

All of us know too little about the lives of other people—both “friends” and “foreigners.” Modern methods of communication and transportation have eased the way for the attainment of these important knowledges and experiences.

Our High School Exchange Class

IN THE SUMMER OF 1945 the first high school exchange class in the country was organized under the leadership of the late Carl S. Hardwicke, dramatics instructor in the Theodore Roosevelt High School of Wyandotte, Mich.

This course was designed for the upper levels of the senior class. Its membership is drawn from that group of students who have definite qualities of leadership or the interest and ability to participate in such a group. Students desiring membership submit applications which are reviewed by a faculty advisory committee. This committee evaluates all applications and makes the necessary adjustments in the schedules of those accepted.

The course is called “The World as a Community Class.” The students who participate are concerned with the development within themselves of a more alert and effective citizenry. The course aims to promote an intensive study of the metropolitan community and the social problems of its citizens. It also affords opportunities for students to study in a concentrated fashion the area in which they will visit.

Twelve boys and twelve girls of different nationalities, religions, and economic backgrounds are selected for this experience. They make a close study of their neighborhood, with Wyandotte and Detroit as the workshop area. Students examine the local geology and history, the city government, the people, their culture, and their social and economic problems.

Much of the work is done in committees and evaluations are drawn up by the students at the end of each unit of work. They use many teaching devices such as the slide projector, motion pictures, maps, charts, graphs, forums, panels, and symposiums. Resource persons are also called in to give first-hand information to the group concerning the topic under discussion. Faculty members assist often, and townspeople feel honored when asked to help. Bulletin boards are prepared. Field trips are scheduled, industrial and commercial plants, as well as spots of cultural and historical interest, are visited.

Four parent “evenings” are held during the exchange year, in which the adult group is informed of both the educational and financial

ROGER G. WILLIAMS
Roosevelt High School
Wyandotte, Michigan

progress. These meetings are held at the school and the program is planned by the class, even to the refreshments that are served.

A tour of the school plant is scheduled, classrooms are opened and displayed by these boys and girls. This helps to develop good public relations for our schools and it gives parents a better look at youth. Too, it encourages a close adult tie with the class and brings out many useful ideas.

While the class studies their community, class members carry on active correspondence with the students in the other half of the exchange partnership. Letters from these students are brought in. Many materials such as newspapers, industrial histories, city maps, and chamber of commerce bulletins are exchanged. Personal messages, and tokens of friendship such as Christmas and birthday cards, and personal and family snapshots tend to cement a cordial relationship long before the students see each other.

The climax of the year's study comes in the spring when the groups visit each other for about a week. During this time each student is entertained in the home of his particular “pen pal.” Guests attend school and church with their hosts. They are feted by school and community groups.

Every cent of the money used by the class for travel, entertainment of guests, and operation is earned by the students themselves. No donations are accepted. Each class member must earn and save \$50. The class works for an additional \$1,000 by group effort, and these efforts are quite varied. Some individual bank accounts are built up in the following ways:

Baby sitting	Fruit picking or gardening
Lawn or yard work	Raising livestock
Painting	Cleaning
Car washing	Camp work
	Selling baked goods, etc.

A personal-money treasurer is appointed within the first week of school. He provides each student with a bank deposit book. Deposits are recorded in the book by the treasurer, and also

noted on the banking sheet is the method by which the money was earned.

The class as a whole develops many ideas concerning its \$1,000. A school candy stand is operated at lunch time for one semester. All business in this project is carried on by the students. They do all the buying and selling. A neat set of books which balance is required at the end of the term of the committee in charge. An all-school mixer is given early in the fall, featuring a good orchestra. Hot dogs and coffee are sold at the football games. The class also puts on a county fair for the profit of all clubs. During the month of December they make and sell Christmas wreaths and lapel pins. Rummage and bake sales have also been successful.

A large piggy bank is passed around the class each day and the students contribute what they can. Many times a boy or girl will give up candy or cigarettes and drop the money in the pig. A "slaughtering ceremony" is held before the trip is taken and what remains of the pig is mounted on a plaque which shows the amount taken from it.

The class does not only earn money for their own purposes, but they contribute generously to every civic charity drive—to which they also contribute their services.

The student grows in many respects during the exchange year. Civic mindedness and ability to work with others as well as good work attitudes develop, as do also various forms of social graces.

Students discover that the world is a community and realize that much can be done in the field of human relations if only we take the time to understand our fellow man.

I Dream of a Debate Assembly

ROBERT D. GRAVES

Holton High School

Holton, Kansas

I first became interested in debate by seeing a debate assembly put on for us when we were in high school. Without that assembly I may never have had the opportunity of even seeing a debate or knowing anything about it, because all the other debate activity was carried on in the classroom or in tournaments out of town.

The students at our high school have never seen a formal debate. They don't stand much chance of ever knowing anything about it or of ever participating in it until they get into college.

This may cause them to lose out on the many personal benefits to be gained from the activity. An assembly program on debate would mean much to them and might influence their entire lives by teaching them to think on their feet before people, to organize their thoughts, or achieve any of the other many skills learned from debate. This would be especially true if the debate topic were of great interest to these students.

A debate assembly for sparking this initial interest could well be arranged by inviting some outside people to come into the school to present it. Most colleges in the vicinity would welcome the opportunity of sending some of their debate students for a demonstration match in order to get more practice.

Such an assembly would fulfill many of the objectives of the high school assembly program. It would unify the school in that it would afford an opportunity for the entire school personnel to be together as they think on the issue presented. The topic of the debate could be such as to motivate and supplement classroom work, instill desired virtues and attitudes, teach the proper use of leisure time, and/or to promote an intelligent patriotism. The topic must be one of genuine interest to high school students and presented in an intriguing way, so that it would widen the interests of the students and perhaps help them to a better understanding of the critical issues and problems of our contemporary culture.

An assembly of this type could cause a development of self-expression among the students if they became interested and joined a debate group. It could be used to educate the students as to proper audience habits of listening to both sides of an issue before drawing a conclusion. A program of this type could correlate the school and community as many citizens would be interested in hearing a good debate presented at the school and perhaps in co-operating to organize a local high school debate group.

"In modern high schools, the assembly is taking on added significance in the life of the school. The concept of its value as a series of learning experiences vastly increases its potentialities as a vital organ in total school life."¹ At Holton High School, a good debate assembly would add greatly to this series of learning experiences and open doors to vast new areas of concern for our students.

¹ Miller, Moyer, and Patrick, *Planning Student Activities*, Prentice Hall, 1956, p. 498.

Should participation in extracurricular activities be voluntary or required? This writer states the case and procedure for required participation. What do you think?

Make Them Join an Activity

AN IMPORTANT QUESTION which raises itself at the beginning of every school year is: "How can we get students to participate in extracurricular activities?"

Answers to this question suggest themselves immediately: "Hold an activities assembly program," "Set up some sort of credit system," or "Organize an activity club."

These solutions might prove to be satisfactory or they might not. They may be preferred, but they do not always work.

There is one solution which always works: "Make the students join an activity!"

How can this be done?

By holding an assembly program at which the different clubs and activities are described. Once the descriptive portion of the program is finished, designate a meeting place for each club or activity. Then dismiss the students to the rooms in which their chosen groups gather.

One room at a time is called. Students leave the assembly to go to their pending assignments. They are not allowed to assemble elsewhere in the school.

Thus, by the time the principal reaches the end of the list, only a few students will remain in the assembly. These can be ordered to go to particular activities, or be organized separately until each one has determined which activity he wants to join.

If many students are left in the assembly room, the principal will read the list of activities once again, insisting that everyone choose an activity. A third reading of the roll should not be necessary.

Once they have reached their chosen clubs or activities, the students should record their names in the roll book of the sponsors who are in charge of the groups. These groups are then organized and plans made for future meetings.

This method of starting the activity program may sound dictatorial, but it can be effective when other, less drastic methods fail. The principal and teachers should remember that they are dealing with young people who may not have gained a fixed set of interests as yet. This administrative technique may help them to do so.

ERWIN F. KARNER

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During the first meeting, the activity sponsor and older activity members can "sell" the new members on the activity. Plans for the year can be made (tentatively, anyway) so that everyone will know what to expect. Those new people who feel disappointed in their choice can return to the assembly for another assignment, or can go to the room in which some other group is meeting.

When all of the students have chosen their rooms, the principal and faculty can police the school to see that there are no laggards hiding out. These delinquents, if found, will probably be the ones who need most to belong to some organization.

After this initial meeting of all school extracurricular organizations, the principal and faculty may not need to pay as much attention to the activity program. The program will carry on until a new year makes another organizational assembly necessary.

Once a club or activity has been fully organized, a roll of the members is sent to the person who has over-all charge of the extracurricular program. This individual will tabulate the results and suggest possible adjustments, if these need to be made. This roll, too, will provide a further check upon the students and will indicate when, if at all, they remain in school after hours.

Youngsters who work or are needed at home will be excused from participation in an after-school activity. However, many schools have "activity periods" during regular school hours, and others allow their activity groups to meet at convenient times during the school day.

Students who wish to join more than one activity are free to do so under this system. After the initial meeting with one organization, the youngster can join as many other groups as he wishes to up to the limits of what is thought desirable.

Most school programs and procedures have both advantages and disadvantages, and this one is no exception.

The advantages are:

1. All students take part in the activity program.
2. All students become interested in one or more activities.
3. Freshmen and new students (and others who are timid) will have no fear of approaching groups.
4. Youngsters will become more fully integrated into the total school program.
5. Student participation in most or all of the groups can be assured. To groups which lack members, hesitant and undecided youngsters can be sent.
6. Social interaction is emphasized. Being forced to participate, students make new friends and learn to work at new interests together.
7. The extracurricular activity program becomes, in effect, a regular part of the school program.

The disadvantages of this program include the following:

1. Some students will be dissatisfied because they do not want to participate in any activity. These might be permitted to drop out after enough time has elapsed. It will be found, however, that some who were initially dissatisfied will become intrigued with the activity and will want to continue to belong.
2. Some organizations will be harmed because youngsters are not "really interested" in the activity. However, such weak members will usually comprise but a minority of the group, and will drop out shortly anyway.
3. The activity program might become too cumbersome. Yet, if enough organizations are made available to the students, this problem shouldn't arise.
4. Some activities which should be kept small may mushroom. However, most groups will willingly adjust to this situation.
5. Such authoritarian methods have no place, even in a school. Students should be free to choose their activities without pressure. Some may resent the attempt to discipline them in this undemocratic manner. However, in general, the curricular activities are more or less required, and this plan is successful. So why should it not be similarly successful in the extracurricular activities?

When the advantages and disadvantages are balanced, the principal or teacher will find that this suggested technique still emerges as the best

one if others fail to accomplish the desired purpose. However, each school must develop its own philosophy of participation and decide accordingly.

An Extra Period a Day

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The teachers complained that it was difficult to have students remain after school for individual help because there were too many extracurricular activities going on. The counselors complained that there were some students in class every period; hence they could not see them as often as needed. The class sponsors complained about times for class meetings in order to avoid conflicts with other group meetings. These and many similar conflicts were resolved in University High School, Urbana, Illinois, by the addition to the school day of an extra thirty-five minute period called, for want of a better name, "Activity Period."

The activity period was added to the school day in order to provide time for academic work or work which is related to academic courses which could not conveniently be handled within the regular class period. Another purpose of the extra period was to provide time for music and other activities in order to lessen conflicts and improve the operation of these activities.

A board of control was organized to schedule the use of the extra period at the beginning of each quarter of the school year. A system of priorities was followed. On Monday, Wednesday, and Friday, academic work had first priority. On one of these days one class meeting per month was regularly scheduled. Additional class meetings were held during the extra period if requested one week in advance by class officers, sponsors, counselors, or the principal. On Tuesday, music activity had first priority, and on Thursday, activities other than music had first priority.

Academic work consisted of individual or group conferences and instructions, but did not consist of full group instruction, thereby increasing the amount of total instruction in a specific course.

Attendance was required of individual students, but those students not requested to attend were excused from school. The two week period,

December 1 through December 12, was arbitrarily chosen to ascertain the extent to which the extra period was utilized by the students and staff. Twenty-seven percent of the student body attended the extra period for individual help in subject matter, counseling, club, and music group activities. Forty-five percent of the faculty were involved in the activities.

At the end of the school year, both the students and faculty were "well satisfied" with the results of the extra period and wished to have the schedule continued. This extra period was not seen as the answer to all conflicts and problems in the student use of time, but as a means of providing more flexibility in an extraclass program.—*The Clearing House*.

Every subject in the school is a potentially rich source of appropriate material for the assembly program. Easily reflected items, events, personages, and activities will be both interesting and instructive.

Assemblies—Curricular or Extra?

ALL TOO OFTEN teachers are confronted with the necessity of putting on assembly programs which are totally unrelated to the class program and are extracurricular in the fullest sense of the word. It is indeed unfortunate that, in many elementary schools, the assembly programs result in worries and bother for the teacher and senseless uneducationally related practice and memorization for the children in the class. With proper planning many of these assemblies can be turned into educationally worth-while programs which are directly related to the class course of study.

There are many ways to relate assemblies to the class program and to have them be a worthwhile experience for all involved. Often the end of a unit of study just naturally leads to a desire on part of the class to "share" with others. This may be in the form of an original play, a series of one-act plays, choral reading, a "TV" or "radio" program, or an exhibit. All of these have value as activities which allow the children to draw together and express concepts learned during the unit. Programs of this sort also serve to inform parents and others of what their children are learning.

As an example of a meaningful assembly program we might examine an Olympics put on by a sixth grade class. This class was involved in a study of ancient Greece which led to an interest in the modern day Olympics as one contribution of ancient Greece to our times. The class decided to conduct their own Olympics as an assembly program in which the other intermediate grades could participate as well as watch.

First it was necessary to inform them about Olympics in ancient Greece and how our present-

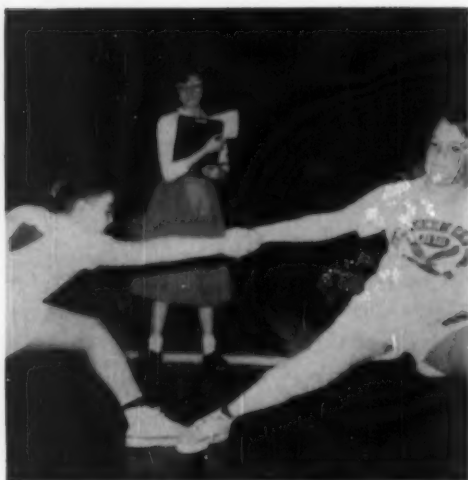
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day Olympics developed and are held today. A committee of sixth grade pupils prepared an oral report and went from room to room and gave the other classes the background of the Olympics as well as the plans for their Olympics. A portable bulletin board with pictures of modern and ancient Olympic games was prepared by the committee to help illustrate the report.

The class, with the cooperation of the physical education teacher, established rules and decided on what events to include. They developed a scoring procedure and elected classmates to carry out the various duties involved. Everyone in the class had a job.

The Olympics were a big success. Each participating class had a large class emblem on the wall with smaller copies pinned on the gym suits of their team members. The Olympics, like the real one, were begun by lighting the Olympic torch (a flashlight under red cellophane). The events were: rope climbing, Indian wrestling, relay racing, basketball foul shooting, and tumbling. Each event was scored and the individual winner's score added to the class total. The class with the highest score won the Olympics. A large gold medal (cardboard covered with metallic paper) was awarded the winning class.

Truly this was an assembly that was an integral part of the educational program. It combined art, social studies, language arts and physical education. It provided valuable experiences in cooperative group work and planning.



A Tense Moment in an Indian Wrestling Match

In any school in which "meaningful assemblies" are to be used, the old concepts of assemblies, as formal affairs for all the school, must be erased. Sometimes only the intermediate grades will participate; at other times only the primary grades. Sometimes the program will last for an hour; at other times for fifteen or twenty minutes.

Teachers and administrators must realize that, for assemblies to be meaningful to the child in an educationally worth-while way, they need not be perfectly rehearsed and memorized. In this same sixth grade an original play about Kufu, an Egyptian slave boy who gains favor with the pharaoh, was done for an assembly program with a minimum of rehearsals and no memorization of lines. The technique was one employed by many teachers at all grade levels. The children simply decided as a group on the plot for the play and what would happen in each scene. The characters then "ad libbed" their lines—"playing" the part, as is so natural for children who play cowboys and Indians after school each day. After one or two rehearsals this "playing" of scenes becomes fixed almost as much so as if written and memorized. It is at this point that the teacher should time the play to determine its probable length.

Another substitution for line memorization is the use of a narrator reading a description while other children pantomime out the scene. This technique was used by a class to describe the way a bill becomes a law in the federal government. A narrator read a description of the process while

other children acted out the process. In this case one child served as the bill. She was dressed in a roll of brown paper with a red ribbon around the waist. Four other children sat at desks labeled "House of Representatives," "Senate," "President" and "Supreme Court." As the narrator read the description, the "bill" went from desk to desk being voted upon by the House and Senate, signed by the President and tested in the Supreme Court.

Scenery and costuming are other problems which haunt the teacher. These do not need to be elaborate. Perhaps the class has already prepared a mural about the topic for use in another part of the unit. They may have made a map. Just plain curtains can be used to provide a backdrop for the play, discussion, or for whatever program is being done. Parents are always anxious that their children make a good appearance. Costumes can be left entirely up to them, although the teacher will have to suggest limits to avoid overdoing it.

In some instances it may be advantageous to hold the assembly in the classroom and arrange for two performances. Here the "circle theater" technique can be used in which the audience sits around the performers or on three sides of them. This technique was successfully used in the presentation of a science program which included demonstrations as well as a dramatic skit of the life of Madame Curie. By using the classroom the demonstrations were much more effective due to the closeness of the audience and much easier due to the availability of equipment.

In case of kindergarten or first grade children, the use of their own room gives them a sense of security which they would not have on the stage. It is also better in view of their small size and voice. The use of the classroom also allows a type of program which would be impossible in the usual auditorium type of presentation. We refer to the "fair" type program.

In one case a fifth grade, concluding a study of the United States, had children in groups of two choose a state and prepare a booth from which to give information about the state. The other intermediate classes were invited and individuals were able to go to the booth of their choice to see objects from that state and to learn about it. This technique was used in a sixth grade in which a Chinese fair served as an assembly program for the other intermediate grades. The children provided rice and tea and Chinese fans and hats

(made from colored paper) which were "bought" by the visitors, using imitation Chinese money given them at the door. The visitors were able to go from booth to booth to learn some facts about China. A recording of Chinese music played in the background. An added oriental flavor was given by burning incense.

Our discussion of places of presentation would not be complete without mentioning the place of multipurpose rooms and the out-of-doors. These areas, because of their greater size, are particularly valuable. Outdoors, a gentle slope where the audience can sit, will help to provide a natural amphitheater and this location is particularly adapted to "outdoor" scenes. Indoor scenes can be suggested with a single table or bench.

If available, the use of a tape recorder, spotlights and shadow screen will help to make interesting presentations. In one case a Christmas program consisted of scenes done behind a shadow screen while pre-recorded commentary and music

were playing. The recording was done by sixth grade children with a music background. The material recorded was the writing of fifth and sixth grade children to the theme "What Christmas Means to Me." The shadow scenes were projected on the rear of a sheet fastened to a wood frame. By using colored spotlights and experimenting with cardboard cutouts, varied and interesting effects were obtained. It is also possible to project slides or use an opaque projector behind the shadow screen. The fact that the projection is behind the screen will allow other actors to perform in front of it, thus allowing the screen to serve as a backdrop.

Certainly we want to have assembly programs, but let's have assemblies with reason. Let them be sound educationally and directly related to the curriculum program. In this way they will be a source of satisfaction and enjoyment to the teacher and class putting them on as well as to the audience.

Although the majority of separately organized junior high schools schedule interscholastic competition, there is great diversity in purpose and practice. Many schools ape the senior high school; others ignore it; still others try for a middle ground. New York is one of the very few states in which definitely organized efforts have been made to solve this important problem.

The Junior High School Boy in Athletics

ONE OF THE MAJOR PROBLEMS facing the Central Committee of the New York State Public High School Athletic Association during the past ten years has been that of state control of the interschool athletic program for junior high school boys. The state athletic association has had a strong set of standards and regulations for the boys in grades 9 through 12 but nothing at the lower level. Central Committee members realized the need for aid in this matter and established a special committee in 1951 to study the problem and recommend logical and desirable policies to solve the problem.

Some very unusual aspects immediately became apparent to the Junior High Committee members as they analyzed the existing conditions. The obvious need for attention to the problem was greatly accentuated by the rapid increase in the number of separately established junior high schools, built since the close of the war, particularly in suburban New York's larger metropolitan areas. Educators met the problems of increased

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student enrollment by establishing separate junior high schools, many of them large schools, well staffed with physical education personnel. Standards and athletic program controls were needed if the most desirable educational athletic program was to be achieved for the boys participating in the interschool phase.

A survey of procedures in vogue throughout the United States indicated that quite a few states had established standards and rules for athletics at the junior high level but that a larger number, including New York State, had done little, if anything, about the problem. In our state, a disorganized and sometimes chaotic condition existed, wherein no age controls were mandated at the junior high school level, yet a logical age rule

exists for the senior high athlete. Game administrative procedures were often far from desirable in the conduct of the interschool program and too often the safety and education of the competitor was handicapped by evidences of unequal competition.

The variance of opinion relative to the program for this group concerned the committee a great deal. In communities where school administrators frown on interschool competition for these boys, out-of-school agencies often conducted extensive programs involving competition well beyond the local district, for these same boys, with wholehearted support and approval of the boys' parents.

Some of the programs were extremely well administered despite the large percentage of voluntary leadership that was provided instead of the professionally trained educators available through school-conducted programs. There is little doubt that the schools can best provide the leadership, facilities, personnel and financial backing essential in a desirable athletic program, yet indecisions as to what constituted a desirable program resulted in little or no action on the part of many school districts. So the existing conditions in the U. S. reveals many conflicting philosophies relative to the athletic program for this age group.

Further complicating the picture was the divergence of medical opinion available through various sources and studies. No clear-cut picture was presented by medicine, particularly in view of the large number of youngsters approved for participation by local physicians in communities where a strong program was being conducted.

The above factors combined to convince the New York State Junior High Committee that it had to make every effort to secure its own answers. The committee established an experimental program, starting in 1953, in many sports to determine by actual experience, the type of program and controls that would provide the most desirable educational athletic program for our youngsters. Medical men were enlisted in the program and their cooperation has been exceptional. These men were in actual participation with the youngsters and approved or disapproved of the boys' participation and saw them often during the course of the competitive season. The committee owes them much for their wholehearted support and professional aid.

The experimental program, begun in 1953, is

still continuing in some sports. As a result of the constant research and experimentation, the committee recommended a program that the N.Y.S.P. H.S.A.A. officials feel provides the basis for a logical, challenging and desirable athletic educational program for our boys. The place of athletics in the total education of all Americans is a matter of vital importance. The committee feels that the junior high school phase of this education should be all inclusive in nature, providing participation for all in as large a variety of activities as is possible. Yet the program success depends on the challenge it offers each participating youngster, to meet improving standards and to point up the necessity for clean living, cooperative attitudes, continuing efforts.

Basic in the program is the philosophy that the sports activities be set up so that competition be between equals as nearly as is possible at all times. It seems obvious that to obtain the greatest individual benefits for all concerned this type of programming is as necessary in the gymnasium and on the athletic field as in the classroom. In the establishment of such a program, the need for providing the various levels of intramural and interschool competition supplies the answer in most schools, as is evidenced in the report by the National Association of Secondary Principals of the N.E.A., indicating that 85% of the separately organized junior high schools in the United States have interschool athletic competition. Such logical programming seems to give the best opportunity for equal competition for all and very likely is the greatest safety measure possible in sports competition.

Presently, particular attention is being placed on the education of the "gifted." The properly administered athletic program needs to provide this opportunity and the recommended "modified and controlled" junior high program permits a moderate amount of competition for the "gifted" athlete and yet does not neglect the less physically fit. In recommending the various sports, each was adapted to the junior high level by adjusting time periods, playing fields and courts, number of games, season length, etc. All logical administrative practices of sound programming are recommended with the safety of the youngsters the number one consideration.

Medical supervision is an absolute essential and the school doctors, working with the "controlled and modified" program, have given wide approval of the program after three, and then five,

years of participation. The committee report emphasizes the need for carefully matching of boys by age, weight, skill and physical maturity for competitive purposes for utmost safety in participation. The goal of equalized competition needs every support for the promotion of the most desirable educational athletic program.

One of the problems of athletics at this stage of the game seems to be the possibility of "aping" the high school varsity program. Cognizant of this fact, the N.Y. committee emphasizes the need for an "instructional" program and provides for this by mandating sufficient practice time so that proper instruction may result without undue haste or pressure, insuring the proper physical conditioning of each participant as well as providing him with the necessary game skills before permitting him competition. While winning the contest is, and should be, the aim of every participant, emphasis is more on the playing, proper teaching, and control of the players. Undue pressures caused by large crowds, league championships, sectional tournaments, are not permitted. Publicity shall be minimized and awards a minor program factor rather than a major objective. The contest becomes the "laboratory" experience and good sportsmanship a prime essential. Proper administration, including the provision of trained and adequate game officials is vital to the success of this "modified" program. All games should be played in the immediate geographic area and be confined to schools of like philosophy. Such a program does not "ape" the high school varsity program yet allows and prepares the junior high athlete in an intelligent and gradual manner for his more rigorous competition at a later date.

Reception of the New York State Committee's report by groups interested in this problem has been most gratifying, indicating that many feel it provides an outstanding effort to bridge the gap between the elementary school program and the senior high school program.* The report provides the controls for a "modified" program adapted to the junior high school age boy yet permits him participation in a challenging and interesting program of sports without undue pressures. This policy seems to meet with the approval of many interested in a logical program for their youth.

It should be noted that the basic need in New York State was to establish uniform controls and procedures so that the program would be desirable for the age group involved. It is not the inten-

tion of the state athletic association to indicate the type of program any individual school should present, but more to control the participation of those desiring interschool sports activities. Logical school policy will determine individual programs but those participating in the interschool program will be united in their participation under one set of logical and desirable playing rules and regulations. Each school would need to supervise its coaches so that maximum program benefits are possible in an atmosphere of teaching and sportsmanship and evidence of high-pressure competition is completely lacking. There is little doubt that the essential part of the entire program is the relationship between the individual sport's coach and his squad members if the program is to be the teaching program desired. Teams always reflect the true character of their coaches so the actions and abilities of the coach are of prime importance to the success of the program and his philosophy must reflect the philosophy of his administration if desired results are to be achieved. Yet each individual school system must and should choose its own path.

In consideration of which path it is to follow, school administrators must feel the definite need for presenting a challenging program if our nation is to be strong physically. The ideal program will provide for the maximum physical development through an athletic program that will function within the structure of the entire school curriculum without handicapping the academic achievements of the individual student. In a properly balanced program the two can be blended satisfactorily to produce the rounded individual and to provide the variety of experiences desirable at the junior high level. The New York State report challenges every school to conduct a moderate, but extensive program between equals—the basis for maximum benefits for all.

The committee report provides the details essential for this "middle of the road" program for junior high athletics. Under its recommendations a well-defined, regulated and administered "modified athletic program" is possible under N.Y.S.P.H.S.A.A. administrative controls and with the close supervision of the athletic league group and strong local leadership to secure the maximum benefits for each individual junior high school boy.

In New York the experimental program has resulted in recommendations for a sound, well-rounded program that is definite in its many

* Copies of this report may be obtained from Mr. John Archer, Malverne High School, Malverne, New York.

facets. The disorganization of the past is being replaced by the standard recommendations for a state-wide program that will be uniform in its application and result in a broad program of "modified" sports for our young students at an age when they are ready and eager to take those medium strides towards athletic manhood.

School Clubs in the Elementary Grades

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The club not only has its place in high school and college but may be of educational value in the elementary grades as well.

School clubs are for the education of their members. To be educational they must be interesting. This interest can be developed on the elementary level as well as in high school and college.

The first step in the development of a school club is to interest the faculty and acquaint it with club ideals, methods, materials, and procedures. This does not mean all teachers are expected to be club sponsors. Successfully sponsoring a club requires specialized interests and skills in club activities.

Children's interests are limited because of their lack of experiences. The club offers many opportunities for the development of those interests the child already has, as well as providing for the initiation of new ones.

One of the strongest urges of children is to belong to a group. Such a desire must have a more definite aim than mere belonging. Here lies the sponsor's responsibility, and this is discharged successfully only through wise planning and guidance.

The sponsor never demands participation in any particular activity; instead, the members choose their interests and it is the sponsor's duty to guide in the deepening and broadening of these interests. If the pupil is forced to join a club his interest is killed rather than stimulated.

The school club should offer equal opportunities for all pupils to belong. There should be only two requirements—an interest and, at least to some extent (depending upon the activity), competency. Of course, it is not only probable but, in most cases, desirable, that this competency be not as yet fully developed.

Pupil election to membership by members or sponsors should not be tolerated. All children should have equal rights. Too much restricting partiality is being shown in some of our schools today.

A program should be planned wisely for those who do not wish to belong to a club. Although most pupils will benefit from a well-organized club, one who does not wish to belong should not be punished.

If the pupil joins a club it should be with the understanding that he remain a member until the end of the term or year. This is one reason for educating the pupil first on the purposes, ideals, and activities of the club.

The club should be small enough in membership that all may participate in its activities.

The club is not for the more capable children only, but for the average child also.

School club meetings should be held, whenever possible, on school property and on school time.

The frequency of meetings will depend on the school's schedule and the members' other activities. Some clubs meet once a month, others once a week. Probably interest and value are increased by the more frequent meetings.

The officers are elected by the club members for the duration of the year or semester.

Before officers are elected a talk by the sponsor on the importance, duties and responsibility of officers should be given. This helps to insure capable leaders, especially in the elementary grades where leadership activities are, as yet, limited. Obviously, proper guidance and training in the elementary grades will make more capable club members and leaders in high school.

The committees should be appointed as the need for them arises.

The Program Committee should be a standing one for the term. This group should be chosen very carefully because in it lies much responsibility for the success of the group. This committee arranges for all the programs and trips, keeping in mind the necessity of variety. Other possible committees are: Social, Recreational and Welfare.

The club should have a bulletin board, on which all notices and materials of interest may be posted. Children enjoy seeing their work displayed. This is also a means of interesting others in the club's activities.

The club should strive to build a library of

books, pictures, exhibits, and other material on topics of interest to the members.

The school club should be continuously evaluated on the basis of educational achievements, success of projects, and interest of members. This evaluation may be made by people outside the

activity as well as by the members and the sponsor.

To emphasize, school clubs should be given a place in the elementary grades because here, as well as in high school, they can broaden and deepen the pupils' interests.

The third specific debate topic also involves giving up some of our nation's sovereignty and thus should provoke some stirring arguments. What do you think?

"Should the United Nations Be Significantly Strengthened?"

WE DOUBT if any high school debate question could be more timely for the present year than a discussion of the advisability of significantly strengthening the United Nations. We say this because this is not only a year of the national election for the president, but it is also a period when the United Nations has been put to an important test of strength. The real power of the United Nations as an instrument for preserving international peace has been in the minds of the American people throughout the presidential campaign. The alternating displays of strength and weakness when dealing with the Congo situation has dramatized the need for some significant changes in the structure of the United Nations.

During the weeks and months that have just passed we have witnessed attacks upon the United Nations by Khrushchev when he has asked for the resignation of Dag Hammarskjöld as Secretary-General. In his place Khrushchev would like to place three persons. Such a proposal would certainly weaken the United Nations and actually might make it a completely ineffective international organization. If the Russian proposals should be accepted the United Nations would actually become an ineffective organization and we would not have any powerful way to maintain world peace.

Opposed to the Russian proposals to weaken the United Nations we have many persons who honestly feel that the U.N. should be significantly strengthened. Many people are of the belief that the only hope for world peace lies in the United Nations, or a similar world organization. Instead of weakening the U.N. these people would give it more power, even to the point of making it into a sort of federal world government.

HAROLD E. GIBSON
Illinois State Normal University
Normal, Illinois

High school debaters are discussing this general topic during the present school year: "How Can the Security of the Free World Best Be Maintained?" The following three specific debate topics have been suggested as solutions to the general topic mentioned above:

RESOLVED: That the North Atlantic Treaty Organization should be transformed into a federal government.

RESOLVED: That the United States should initiate a federal world government.

RESOLVED: That the United Nations should be significantly strengthened.

Since we know the three topics from which the final selection of a debate question will be made, we will present a discussion of the last question. In order to give debaters an idea of the possibilities of discussion when debating this topic we will give a set of definitions of the terms of this debate question.

RESOLVED: That the United Nations should be significantly strengthened.

"THE UNITED NATIONS": By the term "the United Nations" we mean that international organization, comprised of most of the nations on earth, that came into being at San Francisco on October 24, 1945. The foundations for the United Nations were laid at the Dumbarton Oaks Conference between Russia, Great Britain and the United States which was held in 1944. This proposal to establish an organization of nations for the purpose of maintaining world peace led to the calling of The United Nations Conference on Interna-

tional Organization at San Francisco, where from April 25 to June 26, 1945, the charter of the United Nations was drawn up. On June 26, 1945 this charter was signed by 50 nations. Poland, one of the original 51 members did not sign until later. Four additional members were admitted in 1946, two in 1947 and one in 1948. One was added in 1949, one in 1950 and 16 in 1955. Four joined in 1956, two in 1957 and one in 1958. The total membership in early 1960 was 82, but 14 new nations have recently been admitted into membership.

The charter pledges the signatories to maintain international peace and security, and to cooperate in establishing political, economic and social conditions favorable to these objectives. It precludes the United Nations from intervening in the internal affairs of any nation without prejudice, however, to the application of enforcement measures with respect to threats to the peace, breaches of the peace, and acts of aggression.

In order to further explain just what the United Nations really is we will quote the preamble and Chapter I of the Charter of the United Nations:

CHARTER OF THE UNITED NATIONS

We, the peoples of the United Nations.

Determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

To promote social progress and better standards of life in larger freedom, and for these ends

To practice tolerance and live together in peace with one another as good neighbors, and

To unite our strength to maintain international peace and security, and

To insure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

To employ international machinery for the promotion of the economic and social advancement of all people, have resolved to combine our efforts to accomplish these aims.

Accordingly, our respective governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Chapter I—Purposes . . .

Article 1—The purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace:

2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace:

3. To achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character, and in promoting and encouraging respect for human rights and for the fundamental freedoms for all without distinction as to race, sex, language or religion, and

4. To be a center for harmonizing the actions of nations in the attainment of these common ends.

"SHOULD": The term implies that the affirmative team must prove that the significant strengthening of the United Nations is either desirable or necessary or both at the present time. The affirmative must also prove that such a change will be advantageous in the future. It is not necessary for the affirmative to prove that the change that they propose will actually come about. The task of the affirmative is to prove that it *should* be made.

"BE SIGNIFICANTLY STRENGTHENED": The term "should be significantly strengthened" implies that an important change should be made in the United Nations. In fact this even could mean that the United Nations should be made into a federal world government. Evidently this was not meant by the persons who framed the question or they would have stated the question in such a way

that they would have specifically called for a federal world government.

We will assume that this term does not mean that the United Nations is to be transformed into a federal world government. What then do we mean by significantly strengthened? We will suggest several ways in which this strengthening might be accomplished. One way might be to take away the "veto" power that is now possessed by the five permanent members of the Security Council. This Council has eleven members. Of this number the following five countries have permanent seats: The United States, the United Kingdom, Russia, the Republic of China and France. Decisions on all important matters must have the unanimous approval of each of these five members. Thus any one of the five members of the Security Council who have permanent seats can "veto" any measure. Russia has used the veto over eighty times. The removal of the "veto" would significantly strengthen the United Nations.

Strength could be added to the United Nations by giving it power to organize and maintain a larger armed force, to inspect all nations to see if they are developing nuclear weapons, to police the number of members of the armed forces of a nation, to have the power to eliminate tariffs and trade barriers. These and many other changes could be made in this effort to strengthen the United Nations.

The word "significantly" means important or weighty. When it is used with the word strengthened it means the adding of an important power or powers. Thus if the United Nations is significantly strengthened it is given some important new power or powers.

In this debate there will probably be much quibbling over whether the new powers proposed by the affirmative are really significant. It will not be enough for the affirmative to propose the granting of a few relatively insignificant powers to the U.N. They must propose powers that are really important.

INTERPRETING THIS DEBATE QUESTION

Every debater should clearly understand some of the problems that this topic will present and should formulate a clear plan for attacking the arguments of his opponents. Every debater should understand the methods of attack that are open to his side of the argument, and also should have some knowledge of those that are open to his opponents. In this section of this article we will

attempt to give answers to some questions that will arise regarding this debate topic. An attempt will be made to interpret these problems for prospective debaters.

How did this general topic of how can the security of the free world best be maintained happen to develop and become the debate topic for the present year? We would like to give a brief background of the real reason why there are so many proposals for the formation of new federal governments or for strengthening the United Nations.

The idea of making a change in the foreign policy of the United States has been uppermost in the minds of many Americans for a number of years. With the failure of the Summit Conference in Paris in 1960 the need for this change again becomes apparent. One of the reasons why this question was picked by the committee for high school debaters to use is the great interest of the people in this subject. Another reason is the American feeling of uncertainty regarding our ability to avert war in the not too distant future.

The North Atlantic Treaty Organization was formed because of the feeling among the member nations that there was a need for a common defense against possible aggressions of Russia in Europe. Now many people feel that this loose organization is not strong enough to allow us to prepare an adequate defense for the democratic nations against an attack by totalitarian Russia. It is felt that our present form of international organization, NATO, will not hold together in the event of war and so a movement has been started to transform NATO into a federal government or to form a federal world government, or to strengthen the United Nations.

Those who favor the formation of a federal world government feel that the United Nations is too weak, but they want a world organization instead of a regional government such as NATO would be if transformed into a federal government. Our experience in Korea has taught us that we cannot expect the members of the United Nations to provide men and munitions in large quantities to guarantee world peace. In fact we found in Korea that most of the nations of the world were relying upon the United States to furnish the men, the munitions and the money to enforce the decisions of the United Nations.

Since our experience in Korea there has developed a large number of persons who are opposed to our participation in the United Nations. Many

of this group want us to go back to the system of isolation that was the major part of American foreign policy from 1920 to 1939. They feel that the best interests of the people of the United States will be served by our withdrawal from the United Nations completely.

We also have people who favor the formation of a federal world government or the significant strengthening of the United Nations. We have so many different solutions to our international problems that the men in charge of selecting this year's debate question decided upon this particular debate topic.

Let us assume that we are debating on the subject that the United Nations should be significantly strengthened. Does the affirmative have the sole right to define just what is meant by significantly strengthened?

It is the usual practice for the affirmative to define any term in a debate that may come up. This is usually done during the first speech of the affirmative. Since the term "significantly strengthened" may be interpreted differently by the affirmative and the negative teams, the way the debate will usually develop is as follows: The affirmative will give their definition of the term. If this definition is satisfactory to the negative they will accept it, and the debate will proceed. If the negative does not wish to accept the definition of the affirmative they will present a different definition of the term "significantly strengthened" and explain why they feel that their definition is the correct one.

If the affirmative and the negative are unable to agree upon a definition of the term "significantly strengthened" then this disagreement will become an important element in the debate. Usually the definitions of terms given by the affirmative debaters are fair and can be accepted by the negative. When debating this particular question, however, there is a possibility that the affirmative may attempt to propose increases in the power of the United Nations that do not "significantly strengthen" the organization. If this is done the negative have a right to point out that the affirmative are evading the true meaning of the debate question.

How can debaters reach a fair and honest decision as to just what is meant by "significantly strengthened" when referring to the United Nations?

This is a term that will cause serious discus-

sion in many debates. Many people feel that the United Nations is too weak at the present time. If it is to be significantly strengthened several things might be proposed that would meet the spirit of the debate question. One way that the U.N. might be strengthened would be to eliminate the veto power of the five big nations. Another way would be to have the nations of the world surrender some of their sovereignty to the U.N. The U.N. might be given the power to tax (within limits) the people of all of the member nations to carry on its work. The U.N. might be given the power to raise an army by using a draft in all nations.

There are many ways that could be proposed to "significantly strengthen" the U.N. The affirmative might propose only one of these ways to strengthen the U.N. and go on to establish their case. On the other hand the affirmative might propose more than one point that will strengthen the U.N. The point to remember is that the affirmative cannot hope to win if they propose a minor change in the U.N. that does not "significantly strengthen" the organization.

The United Nations has existed for fifteen years. Please give us a brief review of its successes and failures as an international organization to preserve international peace.

The U.N. has tackled nearly fifty world problems since it has been an organization. They have ranged from border disputes to shooting wars. Here we will point out what the world organization can and cannot do and why.

From 1945 up to 1957 the U.N. considered 45 different disputes. The record of the world organization is a mixed one—a mixture of failures and successes. The first test of the U.N. came in 1946 when Russian troops moved into northern Iran. Iran protested to the U.N. and four months later Russia moved out. Direct pressure from the U.N. is credited with causing this action. In the same year, Lebanon and Syria protested to the U.N. because British and French troops had moved in during the war and were still there. Britain and France pulled out within six months. In 1947, Indonesia revolted against Dutch rule. The U.N. Security Council pressed the Dutch to withdraw and grant Indonesia its independence. Indonesia got complete independence in 1949.

Since the start of the "cold war"—All of the cases given above were before the start of the "cold war." The "cold war" divided the free world and the Communist world. Since it started

it has been difficult to get any settlements of world problems through the U.N.

Starting in 1947, for example, the U.N. tried for years to find a settlement for the Trieste problem. Disputes between Russia and the free world stopped action. Finally in 1954, Trieste was divided between Italy and Yugoslavia—the result of an agreement negotiated outside the U.N. Also in 1947 Egypt protested against British bases in the Suez Canal Zone. In 1954 Britain agreed to give up these bases, but the agreement was between Egypt and Britain and not through the U.N.

The U.N. has not had much success in settling the problems of the Middle East. During a seven-year period the U.N. passed a total of 27 resolutions for resettlement of Arab refugees. It had no success.

Korean war—Korea is the only case when the U.N. actually went to war. The U.N. voted to repel the Communist aggression against South Korea, but was able to do so only because Russia was boycotting the Security Council at the time. The United States furnished most of the money and men to conduct this war. The U.N. General Assembly has passed numerous resolutions for the unification of Korea with no success.

In 1956, the U.N. proposed a settlement of the Suez Canal problem. Egypt, a member of the U.N., ignored the proposal. Later, when Britain, France and Israel invaded Egypt, the U.N. called for a cease-fire. While Britain and France complied, Israel ignored six requests of the U.N. to pull out her troops. They were ignored because Israel claimed that the U.N. could give no guarantee of protection against Egypt.

The record shows that the U.N. has been able to move decisively against troubled areas only when the nations involved are willing to let it do so. It appears as if the strength of the most powerful nations of the world—the United States on one side and Russia on the other—usually decide what the U.N. can and cannot do.

SIX BIG TESTS OF THE UNITED NATIONS

Dutch-Indonesian war, 1947-1948—U.N. Security Council called for both sides to cease firing. The shooting stopped and Indonesia finally became independent. A victory for the U.N.

Palestine war, 1948-1949—U.N. called for a cease-fire between Arabs and Israelis. Firing never ceased. This problem was never solved. A failure for the U.N.

Kashmir war, 1948-1949—Security Council

asked India and Pakistan to hold their fire. Shooting stopped, but Kashmir remained divided. India claimed "accession of Kashmir." A U.N. failure was the result.

Korean war, 1950-1953—U.N. went to war. U.N. asked for unification of Korea following a truce. Part failure and part success for the U.N. Nothing was decided.

Hungarian revolt, 1956—U.N. called upon Russia to stop armed attacks. Russia rejected six pleas of U.N. and instead sent more troops to crush revolution. A failure for U.N.

Egyptian war, 1956—U.N. acted to stop this war, but it is difficult to determine whether U.N. action was effective.

Postage Stamp Education

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Educational influences outside the classroom and the school building are many. But none are shared more widely in common than the mass media of public communications—books, magazines, newspapers, recordings, films, radio and television.

A less apparent but significantly potential means of mass communication and education is the postage stamp. Indeed, while its primary function is an indication of fee payment for mail service, it has long received well-deserved credit for having marked educational overtones. One may speak of education as its secondary function.

Of much educational value are the commemorative issues which carry for numerous countries, large and small, present and past, a running account of notable national history, resources, industries, and cultural achievements. Although less attracting, the regular issues, too, carry stimuli necessary for important general knowledge—stimuli like Washington, Lincoln and national security.

Chief qualities of the educational intake from postage stamps are plainness and pleasure. For merely the glancing, any person can gain general academic knowledge and possible encouragement to go to the library or query the teacher for elaboration. Rather than invade one's privacy as often do the noisier television and radio, postage stamps appear each day with the postman, in the homes of most youngsters or in the offices, busi-

nesses, shops, churches or clubs of their parents, uncles and aunts. What impetus to learning, what engaging discussion may begin with asking an associate whether he has seen the new stamps just out! When the stamp illustrates something less routine than Washington or Lincoln, the questioning that results can give for everyone—youngsters, oldsters, peers—something new, different and worth-while to think and talk about.

Some educational effect is almost inevitable, even for unwary adults. Whether the stamps come before the eyes of the postman, son, daughter, housewife, breadwinner or collector, a bit more general learning is apt to result. For many persons, more educational curiosity is stimulated by stamps than by the books which an unwary postman delivers, an unreading housewife dusts like bric-a-brac, or a "mere collector" assembles for the color and kind of binding, paper and print.

For the mere collector of stamps, criteria include watermark, perforation and color. As a well-established hobby, stamp collecting itself has recognized educational benefits. The necessity for careful differentiation, sorting, examination and accurate identification, the searching in the catalogue lists, organizing and mounting the collection and filling in the gaps offer a youngster foundations for development of skills and appreciations relating to both arts and sciences. At the same time there is a risk in becoming overly smitten with and almost addicted to collecting for its own sake or as a merely technical pleasure. The emphasis may lie so exclusively on the collecting technicalities as to ignore very largely the subject content that can be educationally even more rewarding.

The risk of collectitis is somewhat lessened by topical collecting. In this growing area of philately, the collector builds his collection around such chosen topics as architecture, aviation, botany, health, maps, religion, ships, United Nations or zoology. It is apparent how such content awareness reinforces learning gained through reading, listening and viewing during both in-school and out-of-school experiences.

Topical collecting offers opportunities for accumulating a body of knowledge on a specific theme in the humanities or sciences or for combining subject and skill disciplines. Quite coincidentally for the communications concept already stated one published combination study traces the development of radio, television, telegraphy and telephony. (Herbert Rosen *Radio*

Philatelia, New York, 1956.) In a recent issue of *SCHOOL ACTIVITIES* (Harold Hainfeld, "Journalism on Stamps," Feb. 1960, pp. 180-182), an article relates journalism to stamps, noting the overlap with commemoration of writers in literature.

A young Scandinavian adventurer who at an early age years ago left home to make his way in America, possessed in his later years the most beautiful combination topical volumes this writer has seen. One volume featured ships, with each page accompanied by historical descriptions written with research accuracy and literary skill, and adorned by border or background watercolor painting or design. Another "honored" political figure whose clean record for the annals of history was highly dubious, a collection entitled "Rogues Gallery," with each page of stamps bearing a clever watercolor caricature and a skillfully written poetic biography.

This person enjoyed a minimum of formal schooling, yet accompanied his successful career as a Memphis interior decorator with a lifetime of devotion to learning in many fields, development of several skills, and dedication to community service. His educational achievement in combining several subject interests and disciplinary skills was directly related to the mass medium of postage stamps. Fortunately, such endeavors have also been recognized by some librarians who receive, catalogue and display stamps, with pride in their educational and communicative values.

A modern teacher encouraging "activities" will urge his pupils to consider hobbies that strengthen his general learning. In order to avoid overemphasis on individual and one-sided addiction to collecting technicalities, he may suggest that the topics be chosen and the stamps be assembled, mounted and displayed as a group project. Above the "tangible" activities, he will note the value of widespread awareness and observation of the persons, places and events commemorated.

The teacher is helping the learner to understand that an effective and pleasure-giving educational medium can be so close at hand and taken so much for granted that it is overlooked. For the pupil who has observed the frequent postal commemorations over the course of a year or two in his own milieu has probably correlated their factual stimuli with his other learning and possibly been led to investigate a topic further. If so, he is building on the foundation that one day will make him a truly educated person.

ASSEMBLY PROGRAMS

for December

SOCIAL STUDIES CLUB PROGRAM

Because of the importance and variety of its activities, the Social Studies Club could well stage an assembly program each year, using as many members of the group as possible in the productions. An early start makes for good organization and affords ample opportunity for the collection of needed materials and equipment.

The stage may be appropriately decorated with pictures, maps, and objects, preferably large enough to be seen easily by the audience. Some of this material may be reflected in the program, and all of it could be displayed in the hallway following the program. Several members of the club are there on hand to explain further the various items.

The program itself may be organized and presented in several different ways, depending upon the emphases to be made, and the materials and time available. A proper opening of the program is for the President to introduce the officers and ask each of these to tell briefly about the club's purposes, organization, activities, and projects.

One very attractive way to present the main part of the program is to have several of the members dressed as people of foreign lands. There are many things which these "foreigners" may do. For example, they may say a few easy words in their own tongue, introduce two or three people to each other and then stage a short conversation, tell an interesting story, describe a natural wonder or famous native custom or tradition, dance, sing, and display, describe and explain objects, pictures, etc.

Another possibility is to have exchange students, or those born in foreign lands, present parts or all of the program. Still another possibility is to dress some of the members as great personages of the various countries and have each present a few ideas about his country, its history, people, customs, problems, and its natural resources and phenomena.

Such a program would not only be interesting to all concerned but would also help to develop a better understanding and appreciation of these foreign peoples and their contributions to modern civilization. It goes without saying that it would motivate club members to considerable extra study and work, thus very nicely supplementing regular classroom activities.—Leland Love, Willows Union Elementary School, Willows, California.

AN ASSEMBLY PROGRAM ON WRESTLING

"Fellow teachers and students: wrestling, to most people, seems to bring to mind the picture of a 'hero'-'villain' brawl between a couple of grunting, yelling, jumping, grimacing, slugging, and biting freaks who ridiculously over-dramatize all sorts of antics. This is 'rassling,' not wrestling, and is pure (or unpure) entertainment. Special schools prepare these rasslers, and even the officials, for their 'dramatic' performances.

"In order to give you people a better understanding of wrestling, our Wrestlers Club has planned and will present this program which we hope will be both instructive and enjoyable.

"Wrestling is one of the oldest of sports. Its practice in prehistoric times was probably a method of learning self-preservation. In early history, wrestling was an accepted method of preparing men for war. The champion wrestlers of ancient Greece were held in high esteem and one has but to read Homer's tales to realize wrestling's important and honorable position during that period of history.

"The sport has taken many different forms in the various countries of the world, some of which seem rather ridiculous to those of us who are accustomed to free style wrestling as practiced in the English-speaking nations. The early history of America is dotted with accounts of wrestling, the most famous of which is Abraham Lincoln's bouts at New Salem, Illinois.

"There are two world-wide styles of wrestling—the Graeco-Roman and the free style, both of which are competed in the Olympic Games. In this country we use a variation of the free style in which the wrestlers start in an upright position and one attempts to pin the shoulders of the other to the mat for two seconds, or, failing to accomplish this, to earn more points than the opponent.

"The mat for official wrestling matches must be not less than 24 feet by 24 feet and between two and four inches thick. The tights which wrestlers must wear in official matches have full length legs over which is a close fitting pair of short trunks. Wrestlers may also wear a sleeveless low necked shirt, although this is not required. Protective headgear is recommended. No rings are worn, and long fingernails are prohibited.

"The time limit of six minutes is divided into three two-minute periods. In the first period both wrestlers start in an upright position. At the end of the first two-minute period, the match is

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stopped and a coin is flipped to determine which man will take the down position in the referee's position for the second two-minute period. If no fall occurs, the second period ends after two minutes. At the beginning of the next two minutes, the wrestlers take a referee's position in reverse to that in which they started the second period.

"A wrestler is said to have the advantage when he is behind or on top of his opponent or has applied a legal hold that puts the opponent at a disadvantage.

"No hold may be applied which superextends any joint beyond its normal limits of movement or which are basically used for punishment. We'll demonstrate some of these. (Full nelson, toehold, hammerlock, finger hold, strangle hold, twisting the arm, face holds over mouth, nose, and/or eyes, interlocking the fingers.)

"If the wrestlers go off the mat, they are brought back to the center. If neither man had the advantage, both start on their feet. Otherwise, the man who had the advantage is placed on top of the other one in the referee's position.

"There are two means of determining the winner of a match, a fall and a decision. A fall occurs when one man's shoulders are held in contact with the mat continuously for two seconds.

"If no fall occurs, the winner is determined by the number of points he has earned. Two points are awarded for a take down, reversal of position, or near fall, and one point for an escape, predicament, or time advantage. Here, we'll show you.

"A take down is any hold which is used to take the opponent down to the mat and thus gain the advantage. We'll demonstrate the double leg tackle and the single leg drop.

"Riding is the term used for maintaining one's balance on top of the opponent when he is in a hands and knees position. The opponent is forced to carry the rider's weight. Note how this rider maintains a wide base with his feet, keeps his head and body close to his opponent's back, and keeps his arms away from areas where his opponent can get hold of them.

"A breakdown is a hold which brings the opponent who is down in the referee's position to the mat. The boys will show you the head lever and the far arm and double bar.

"An escape is a maneuver which is used by the down man in the referee's position to escape to a neutral position or reverse position. Watch these three, the stand up, the run out, and the sit out and turn.

"Now we'll demonstrate two pinning holds, the crotch and reverse half nelson and the body scissors and half nelson.

"Naturally, we cannot give you people a com-

plete course in wrestling in the short time at our disposal. So we have shown and explained only a few of the basic practices and procedures of wrestling. The Wrestlers Club has been happy to bring you this program."—Don A. Crowl, Sparks High School, Sparks, Nevada.

A FIRST GRADE ASSEMBLY PROGRAM

In a first grade program before the school a number of varied experiences may be capitalized. A love for the flag and one's country, the pleasant experience of participating in group singing and dancing, and the satisfaction of being able to dramatize a story, are the elements around which the following program is built. Due to the short attention span of first-graders, all numbers are short.

Flag Salute	Class
America—Song	Class
Our Flag—Song	Class
Three Cheers for the Red, White, and Blue—Song	Class
"Sally Finds Friends"—Play	5 Girls, 4 Boys
How D'ye Do, My Partner—Dance	6 Girls, 6 Boys
I See You—Dance	7 Girls, 7 Boys
"Can You Guess?"—Dramatization	5 Girls, 3 Boys
Little Polly Flinders—Dance	Girls
Did You Ever See a Lassie?—Motion Song	Girls
"What Sally Saw"—Puppet Show of Zoo Animals	5 Girls, 7 Boys
The Zoo—Song	Class
Jumbo Elephant—Song	Class
The Giraffe—Song	Class
Circus Parade—Song	Class
Deedle Deedle Dimpling—Dance	Boys
King of France—Dance	Boys

The three dramatizations, "Sally Finds Friends," "Can You Guess?" and "What Sally Saw," are stories in our basic primer, "Fun With Dick and Jane" (Scott, Foresman and Company). Dick and Jane are of school age, but Sally is a three-year-old.

In "Sally Finds Friends" Dick and Jane have friends visiting them but Sally has no one to play with her. So she goes up and down the street getting children to come and play. When Sally comes in with all the children, it is suggested that they play games, and they do.

In "Can You Guess?" some of the children recite riddles about the dog, Spot, the kitten, Puff, the duck, Little Quack, and the rabbit, Bunny Boy, as others dramatize these pets.

In "What Sally Saw," Sally's mother comes in and takes the children on an imaginary trip to the zoo.—Mary Lee McInnis, Lordsburg, New Mexico.

SIGNALING

A very interesting program may be based upon a demonstration of the many ways of signaling. Ancient methods of signaling, by means of fire and smoke, sounds, signs, floating devices, flashing the sun from spear heads and shields, etc., may be either dramatized or discussed.

Semaphore signaling may be demonstrated by two boys at opposite sides of the stage or room. For the benefit of the audience, another boy may write on the blackboard, or call each letter, as it is made.

Similarly, signaling may be done with the shutter, buzzer, heliograph, arm, hand, whistle, and bugle. In each of these the material utilized is exhibited and the simple principles of the methods explained, slowly and fully. Then short messages may be sent back and forth.

One very interesting method of demonstrating a number of these devices, in a natural setting, is to have a message started by buzzer from one side of the stage to the other, and relayed to the balcony, by means of semaphore; from there it is transferred, by arm and hand, outside the building through an open window, and sent back to another window by means of the heliograph; from this window it is returned to the original signaler, by flashlight. A short message only, can be sent, as the stunt takes some time.

This is an unusual application of the forms of signaling, and is done without a word being spoken by any signaler. The stunt presupposes that each boy will know two codes, receiving by one and sending by another. In case boys who know two codes are not available, a receiver and a sender may be used at each station.

A brief description and explanation of the codes used, abbreviations and conventional signs, and the uses of signaling, may be included in the program.

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ASSEMBLY PROGRAMS ON EDUCATION

Although especially appropriate during Education Week in November, assembly programs built around education are quite suitable for almost any other time of the year.

Every subject and every activity in the school, as well as procedures, methods, and routines can be effectively presented.

Dramatizations, demonstrations, impersonations, exhibition and explanation of materials, tableaux, debates, panel discussions, interviews, slides, motion pictures, and other devices can be used to good advantage in presentations. Contrasting the old and the new is always intriguing.

The following topics are illustration of many that might be reflected in the assembly program. Excerpts on Education from the

Constitution	Student
What Is Education?	Outsider
A Day in an Early School	Dramatic Club
What Does Education Cost?	Board President
What Does Education Pay?	Business Man
A Day in a Modern School	Dramatic Club
Some Great Leaders in American Education	Students
Ezekiel Cheever	
"Ichabod Crane"	
Horace Mann	
Thomas Jefferson	
Mary Lyon	
Dorothea Dix	
William H. McGuffey	
Henry Barnard	
William T. Harris	
Francis W. Parker	
G. Stanley Hall	
Charles W. Eliot	
Lewis M. Terman	
Edward L. Thorndike	
John Dewey	
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Some "Do You Know's" About Your School	Teacher

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DRIVE IN WINTER?

"Instructor's Outline for Safe Winter Driving," recently issued by American Automobile Association, is an attractive, well-illustrated booklet which includes sources of films and other materials, discussion topics, outline of teaching procedures, and a final test. Single copies will be sent free to high school and other teachers of driving. Address: American Automobile Association, 1712 G Street, N. W., Washington 6, D. C.

INTERESTED IN AEROSPACE?

If so, you will be interested in three newly revised circulars of the Aviation Education Series issued by the U. S. Department of Health, Education, and Welfare. These are, "Selected Aerospace Career and Scholarship Reference Sources," "Aerospace Periodicals," and "Air Transportation and Management Courses." Address: Willis C. Brown, Specialist in Aerospace Education, Division of States and Local School Systems, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

GETTING READY FOR CHRISTMAS

This is the name of a lively 32-page booklet about the making of Christmas tree and other decorations, gifts, and wrappings through the use of paper, wire, cardboard, leather, foil and other simple and easily obtained materials.

A particularly interesting section is devoted to the fascinating history of the origins and development of Christmas music, followed by a brief bibliography.

Other topics covered include preparations for a Christmas play, the telling of Christmas stories, making of Christmas cookies, and suggestions for other pertinent activities.—Co-op Study No. C-30, Arts Cooperative Service, 322 East 23rd Street, New York. Price 75 cents.

News Notes and Comments

The SUN Youth Forum

The Las Vegas SUN recently sponsored its fourth annual SUN Youth Forum for the students of the seven Clark County high schools of Southern Nevada. This event centers attention exclusively on the problems of teen-agers.

Meeting in Las Vegas Convention Center, the 400-odd students, in seven different panels, discussed these topics: "Teen-Agers and the Law," "Racial Problems," "Teen-Agers in the World Today," "Parental Responsibilities," "Teen-age Morals," "Editorial and Reporting Policies of a Newspaper," and "School and the Teen-Ager."

At the end of the day 14 finalists presented the conclusions of the panels to the entire group. Social features were provided by professional entertainers from the hotels and clubs.

New Jersey Workshop for Student Council Sponsors

The Ninth Annual Workshop for Student Council Sponsors of New Jersey was held on Friday, October 21, at Rutgers—The State University in New Brunswick, with the usual fine meetings and excellent attendance.

Topics for the discussion groups were those selected by the sponsors from a list of 21 suggested subjects, prior to the event.

The keynote speaker at the opening session was Dr. James H. Johnson, Superintendent of the Caldwell-West Caldwell Public Schools, a former member of the Advisory Committee of the National Association of Student Councils.

This event was under the leadership of Dr. William S. Sterner of Rutgers University, long an enthusiastic promoter of student council affairs in New Jersey.

Ohio High School Publications Workshop

Dr. L. J. Hortin, Director of the Ohio University School of Journalism, headed a staff of more than 40 journalists and specialists who conducted the Fifteenth Annual Workshop on High School Publications held at Ohio University.

This event was attended by more than 1400 workshopers from 300 high schools in nine neighboring states. All phases of school publications production were included in the six-day session.

One unusual project of the yearbook people was the preparation, printing, and distribution of a small-size "yearbook" in two colors. This model publication was named OUNWAY—the letters signifying "Ohio University Workshops, Newspapers and Yearbooks."

Composer-in-Resident

Winfield High School, Kansas, has been named one of 12 U.S. school systems to participate in the composer-in-residence program for the 1960-61 year. This Ford Foundation program makes fellowship awards to 12 young composers who will write music for the ensembles of the school systems to which they are assigned. Coming to Winfield is Ronald B. LoPresti, 27, now of Texas Technological College in Lubbock, a graduate of Eastman School of Music, holder of the Serge Koussevitsky Award in 1955 and winner of the College Band Directors National Association Award in 1957 for his "Pageant for Band." In surveying Winfield as a prospective school, Dr. Gid Waldrop of the Ford Foundation and National Music Council, said "Winfield has a better music program than many schools 20 times its size."

The Gold Key Awards

Eighteen advisers and a director of a school press tournament received the Gold Key, the Columbia Scholastic Press Association's highest honor, at the concluding luncheon at the Waldorf-Astoria. The Awarding of the Keys is the Association's way of expressing its appreciation to all who have helped to make the school press what it is today.

Among the recipients are advisers to publications from the elementary through the college level, and those who have organized or directed school press associations that have made their mark in their respective localities.

Each of the recipients received, in addition to the Gold Key, a Certificate of Award bearing the seal of the Association and the signature of the Director. The inscription states that the Keys are presented "in recognition of outstanding devotion to the cause of the school press, encouragement to the student editors in their several endeavors, service above and beyond the call of delegated duty, leadership in the field of education from which the Association has drawn its strength and inspiration."

Bristow's College Night

More than 250 persons, half of them parents, attended Bristow (Oklahoma) High School's recent "College Night," the purpose of which was to acquaint students and parents with the various Oklahoma colleges.

A previous survey of the students' potential interests and plans determined the elements of the program which, for a month, was given generous publicity by the local newspaper. The PTA

DEBATE

Materials



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MID-WEST DEBATE BUREAU
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assisted with refreshments and publicity. A friendly mixer ended the event.

Students Are Stockholders

A lesson in the fundamentals of stock market manipulations resulted in a practical application for 32 Austin Allan Junior High School students, Austin, Texas, who are now stockholders (by proxy) in American Airlines.

As a result of a study of the rise of big business

during the Industrial Revolution following the Civil War, James P. Williams' social studies class became fascinated with the interpretation of the stock market's role in modern American business. So it invited a professional to explain it more fully and to answer questions.

Immediately the question arose, "Could we be stockholders?" After the expert explained that only adults could own property, Mr. Williams offered to serve as their proxy, so they pooled their financial assets and are now American Airlines stockholders (one share) in Mr. Williams' name.

The High School Newspaper

"More than any other factor, a high school paper helps to guarantee and maintain high morale essential to a good school. It is the most effective organ of communication. It gives the student and teacher a look beyond themselves to others in the whole school—what lies outside their sphere. It opens up an array of curricular and extracurricular interests, to any who read. It repeats the success story which informs, challenges and inspires others."—Virgil M. Rogers, Syracuse University School of Education, in Scholastic Editor.

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How We Do It

CHRISTMASTIME NEWS

Thomas H. Johnson, Adviser to the **Norseman**, Senior High School, Downey, Cal., gives his class each year an assignment to cover some event in history or mythology. Last year they gave full treatment to the birth of Christ. "Some wrote the news story, one interviewed the innkeeper, others interviewed the Magi, the shepherds, King Herod," wrote Mr. Johnson. It was a first page feature. It was well received by all the readers. It indicated, too, that some writers boned up a bit on their biblical history.—School Life.

GAINESVILLE'S GIMMICK

Every other Wednesday the Key Club at Gainesville High School, Gainesville, Florida, sends two of its members downtown to the Kiwanis Club of Gainesville's weekly luncheon meeting. On each trip, the boys carry with them a harmless-looking package that contains an oversize key on an oversize chain.

Once at the meeting, the boys survey the field, then select a Kiwanian at random and drape the key and chain around his neck. The Kiwanian is thus notified that he must attend the next regular Key Club meeting or pay to the Key Club a \$1 fine. Reports the club proudly: "Every Kiwanian 'chained' has attended our next Key Club meeting. We've seen a renewed Kiwanian interest in the Key Club affairs."

NATIONAL LATIN WEEK OBSERVANCE

Each year during National Latin Week the Patricians (Latin Club) of the Arroyo High School, El Monte, California, in cooperation with the Latin classes, promotes a campaign to further the development of student interest in this language and to acquaint the student body with the Latin Department.

Programs, posters, exhibitions of Roman dress and other items, interclass competitions in painting, modeling, sculpturing of Roman artifacts, a Roman banquet, and other appropriate activities and events are included.

STUDENT PARKING

Many student councils have recognized the serious problem of student parking (bicycles as well as motor vehicles) and have accepted the responsibility for the development of an appropriate program for handling it, with, of course, the approval of the Board of Education.

This program includes a survey of bicycles and cars and space, setting up and explaining the regulations, issuance of stickers, assignment of space, and enforcement.

The local Traffic and Safety Departments and the State Police are always very helpful in organizing and administering this plan.

CITIZENS OF THE MONTH

Each month at the Alameda Junior High School, Las Cruces, New Mexico, the faculty steering committee and five student council members elect the citizens-of-the-month from the list of nominees provided by the teachers (who nominate one member from each of their classes).

The qualifications considered are average academic grade, general conduct, extracurricular activities, regular participation in school affairs and events, and cooperation.

A TYPING CLUB

In the Port Chester, New York, High School there were twenty-five students who wanted typewriting but could not fit it into their schedules so the student council promoted a Typing Club with these students as charter members. The club meets every Monday afternoon from 3 to 3:45 and is instructed by a teacher from the business department. The "course" runs from 10 to 20 weeks, depending on students' ability to master the subject.

FINANCIAL HELP FROM PETS

An unusual fund-raising device, inaugurated by the Freedom School P.T.A. (Watsonville, California) at its annual carnival, is a pet placement booth. Persons who need to find new homes for their kittens, puppies, or other pets, or who need a pet for their homes, place 10-cent "ads" at the booth, 20 cents if they have a pet to sell. The project is enhanced by a give-away supply of pamphlets from the Animal Welfare Association and local veterinarians as well as by a 4-H member's explanation of guide-dog raising.

STUDENT COUNCIL PLANTS FLOWERS

The junior student council in Carr Central High School, Vicksburg, Mississippi, annually replants the flower bed in front of the gymnasium. The front of this moon-shaped bed is planted in petunias while snapdragons fill the rear. The girls buy the plants and the boys do the digging and help with the planting.

NATIONAL HONOR SOCIETY EXCHANGE DINNER

The National Honor Society of Kelso, Washington, High School has an annual exchange banquet arrangement with Longview High School. These affairs are held in the schools' cafeterias and include games and other entertainment as well as food. Student committees also provide for serving and cleanup activities.

ROAD BLOCK

Key Clubbers of San Angelo, Texas stationed at intersections, raised \$404.15 for the March of Dimes. Calling their project the March of Dimes Toll Road, members approached drivers waiting for traffic lights to change. Drivers spiritedly plunked their dimes in Key Club buckets.

Among The Books

The major premise of Everett M. Shepherd's *HOW TO SPONSOR STUDENT ACTIVITIES* is that the success of any student activity depends first upon the ability and performance of the sponsor.

This is really a "how to" book which, composed of definite, practical, and clearly expressed suggestions and illustrations, is designed to assist the sponsor by presenting his duties, responsibilities, materials, methods, and procedures in an attractive manner.

Six of the eight chapters end with a very helpful rating sheet or other evaluative device by which progress and accomplishment may be measured.

The chapters of the book are—The Story Up to Now, Qualifications and Training of Sponsors, How to Organize Clubs and Activities, How to Organize and Operate a Home Room, For Student Council Sponsors, Sponsoring the Yearbook, Evaluation—the Climax of All Student Activities, and Bibliography.

Experienced, as well as inexperienced, sponsors (and administrators) will find this book to be of immediate and specific help. It may be obtained from Shepherd Publications, Department 8, 2405 Campbell Street, Commerce, Texas. The price is \$1.75 per copy, with a 20% discount on five or more copies.

SPRINGBOARD TO JOURNALISM—A Study Guide in School Newspaper Practices, was prepared by a special Study Guide Committee of the Columbia Scholastic Press Advisers Association, and edited by Benjamin W. Allnutt. Because the nineteen members of this committee are experienced and competent school newspaper advisers,

the result is what could be expected—a most attractive and helpful publication.

This large-size, double-column, 88-page book is made up of 12 chapters (plus an appendix and index) and covers the many details of writing and publishing the school newspaper—all of which are specifically described and very attractively illustrated.

A special feature is a final chapter, "A Public Relations Blueprint" which discusses and presents definite suggestions for the development and maintenance of proper interschool and inter-staff relationship as well as for interpreting school aims, interests, and events to the general public.

This high-class book can be profitably read and studied by any school newspaper class or class in journalism.—Columbia Scholastic Press Advisers Association, Columbia University, New York. The price, to members of this Association or of the Columbia Scholastic Press Association, is \$2.75 per copy; to nonmembers, \$3.00 per copy or in lots of 10 or more copies, \$2.50 per copy.

Comedy Cues

Nobody We Know

Virginia: "You don't seem to think much of him."

Bob: "If that guy had his conscience taken out, it would be a minor operation."

☆☆☆

What you don't know may not hurt you, but it sure amuses a lot of people.

☆☆☆

Too often a cheerful giver is cheerful only because he's gotten away with giving as little as possible.

☆☆☆

The reason a great number of families don't own an elephant is they have never been offered an elephant for a dollar down and a dollar a week.

☆☆☆

Now that they've made cigarettes less irritating, I wish they'd start working on the commercials.

☆☆☆

Think Big

Frank: "How can you be so stupid?"

Don: "Long range planning."

☆☆☆

Mathematics: The number of blasts that come from auto horns in a traffic jam is equal to the sum of the squares at the wheels.

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